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ABSTRACT

Five music appreciation textbooks were compared for selection purposes at Liberty Baptist College. The five textbooks were evaluated by the current instructor of music appreciation classes using the "Textbook Evaluation Form" and the "Textbook Evaluation Worksheet," developed by Crumbly and Copeland. The grade-level of the textbooks was determined using "Fry's Readability Program." Selection of the most appropriate textbook was based on the highest average score from the textbook evaluation form. Eight criteria were used to determine the total score: seven from the worksheet and the readability score. "The Enjoyment of Music," by Joseph Machlis, received the highest total score, which resulted in the highest average score as well. It is recommended that this type of textbook evaluation be used when revisions of current textbooks are published and/or when review of the appropriateness of a textbook is needed. Samples of the textbook evaluation form and textbook evaluation worksheet are provided, along with completed forms with ratings of the textbooks. (SW)

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ED268926

A COMPARISON STUDY OF FIVE MUSIC APPRECIATION TEXTBOOKS

CURRICULUM AND PROGRAM PLANNING

by

Steve Reitenour, M.S.

Liberty Baptist College

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Virginia Cluster

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IN PARTIAL FULFILLMENT OF THE REQUIREMENTS FOR THE
DEGREE OF DOCTOR OF EDUCATION

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JULY 17, 1984

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HE 019 294

A COMPARISON STUDY OF FIVE
MUSIC APPRECIATION
TEXTBOOKS

ABSTRACT

The textbook used in the Music Appreciation classes at Liberty Baptist College has recently been revised into a new edition. The changes made are significant enough to result in a need to renovate the related materials. Before beginning this task, it was prudent to ensure that the current textbook is indeed the most appropriate for the class. The purpose of this study was to compare that textbook with four other standard Music Appreciation textbooks.

The "Textbook Evaluation Form" and the "Textbook Evaluation Worksheet," developed by Johnetta W. Crumbly and Amanda Copeland and published in 1983, were used to objectively evaluate the five textbooks. Although the average scores of the evaluation were close, the new edition of the textbook currently being used, The Enjoyment of Music, written by Joseph Machlis, scored higher than the other textbooks. As a result, copies of the new edition have been ordered for use in future Music Appreciation classes at Liberty Baptist College.

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INTRODUCTION

The textbook The Enjoyment of Music, Fourth Edition, written by Joseph Machlis and published by W. W. Norton in 1977, has been used as the required textbook in the Music Appreciation classes at Liberty Baptist College for the past eight years. All study guides, tests, and other related materials have been related to htis textbook. Recently W. W. Norton issued the fifth edition of The Enjoyment of Music, with significant changes. This has resulted in a need to renovate the related materials used in the Music Appreciation classes. Before beginning this tedious task, it was prudent to ensure that this textbook is indeed the most appropriate for the class. The purpose of this study was to determine if the new edition of The Enjoyment of Music, or one of four other standard textbooks, is the most appropriate textbook for use at Liberty Baptist College. An evaluation of each textbook was conducted to make this determination.

BACKGROUND AND SIGNIFICANCE

Textbooks have played a major part in education in the Western world for the last 500 years (Cronbach; 1955:9). P. P. Claxton, the United States Commissioner of Education from 1911 to 1921, stated:

> "Until the schools progress far beyond their present status, it will be essentially true that the children of the United States will go to school not to teachers, but to books" (The American Textbook Publishers Institute; 1949:11-12).

This feeling still persisted in the mid-1900's, as demonstrated in a statement by W. S. Learned:

> "In America the textbook is the focus of class attention and the teachers function as an aid and witness to its assimilation" (The American Textbook Publishers Institute; 1949:12).

Textbooks do not have universal approval. There are educators who feel textbooks are either unnecessary or outdated. In spite of this group, most people involved in education, from students and their parents to teachers and their administrators, recognize the importance of textbooks. Elliot Eisner (1979:9) sited four specific needs met by textbooks:

1. Textbooks provide a level of content expertise that few teachers possess;
2. Textbooks organize that content around topics that usually have some logic;
3. Textbooks provide both teachers and pupils with a kind of security;
4. The teacher's version of a textbook provides test items teachers can use, suggests activities students can engage

in, and provides teachers with the correct answers.

Since textbooks do constitute such an important material resource in education, textbook selection becomes vitally important. Yet the selection of textbooks seems to be one of the most controversial issues in education. From evolution verses creationism to censorship verses "academic freedom," nothing seems to spark more diverse opinions and convictions. Consequently, many groups and individuals, each representing specific concerns, have tried to take part in the selection process. As a result, there is no established format for textbook selection, but rather four major systems have been developed: "single," or "exclusive" textbook adoption, in which the state department of education selects all books, one for each class, so that all classes at the same level use the same book, a "multiple-choice" system, in which the state department of education selects a list of approved books, and the local schools may choose among any on the list, "free" or "open" textbook selection, in which each local school is free to select its own books for its own classes, and "individual" textbook selection, in which each teacher is free to select the textbook or books for each individual class.

The first and second systems have prevailed on the elementary level, the second and third systems being used on the secondary level, with the fourth system being reserved for the collegiate level (the first three systems are discussed in detail in Marvin Acorn and James Linley's Issues in Curriculum Development; 1959:195).

Regardless of the system utilized, some criteria must be established and followed in order to keep the selection of textbooks objective. J. Minor Gwynn and John B. Chase, Jr. (1969) detail six primary guidelines to be included in the selection process: the philosophy

set forth, the range of materials, variation for rates of individual pupil progress, suitable vocabulary graduation for the age and grade level intended, adequate drill and review matter, and adequate attention to pupil growth, learning, readiness, interests, and progress. Unfortunately, some of these guidelines are too subjective (philosophy, individual progress, pupil growth, etc.) to be considered workable. The needed objectivity has been established in several recently published textbook evaluation worksheets (Crumbly 1983:24). By giving a number value to specific criteria, an evaluator is better able to determine the worthiness of a specific textbook, and an objective comparison between textbooks is possible.

The selection of textbooks is a vital part of curriculum planning. If appropriate textbooks are not available, the curriculum will either have to be altered or changed completely. The seminar "Curriculum and Program Planning" emphasizes this and other topics relative to curriculum development and planning.

PROCEDURES

In order to determine objectively which textbook is most appropriate for use in the Music Appreciation classes at Liberty Baptist College, three procedures occured. These procedures were: acquisition of materials, completion of the forms, and selection of the textbook. These procedures were followed in the following order:

A. Acquisition of Materials

1. Complimentary desk copies of the following textbooks were acquired from their publishers:
   a. Kamien, Roger. Music, An Appreciation, third edition. New York: McGraw-Hill Book Company, 1984.
   b. Levy, Kenneth. Music: A Listener's Introduction, first edition. New York: Harper and Row, Publishers, 1983.
   c. Machlis, Joseph. The Enjoyment of Music, fifth edition. New York: W. W. Norton and Company, 1984.
   d. Politoske, Daniel T. Music, second edition. Englewood Cliffs, New Jersey: Prentice-Hall, Inc., 1979.
   e. Schwartz, Elliott. Music: Ways of Listening, first edition. New York: Holt, Rinehart and Winston, 1982.
2. Five copies were made of the "Textbook Evaluation Form" (Appendix A) and the "Textbook Evaluation Worksheet" (Appendix B), developed by Johnetta W. Crumbly and Amanda Copeland and published in the Business Education Forum in February, 1983. Permission was requested and obtained from the authors to use

these forms for this project (see Appendix C).

3. The computer disk entitled "Fry's Readability Program," developed for the Apple IIc Computer and published by Jamestown Publisher, Providence, Rhode Island, was acquired from the college's Learning Assistance Center. This program is designed, through the evaluation of three 100-word selections, to determine the grade-level of a textbook. The number of sentences and syllables are used in this computation.
4. An Apple IIc computer was acquired from the college's Computer Laboratory for use with the readability disk (above).

B. Completion of the Forms

1. Sections I. and III. of the five copies of the "textbook evaluation form: Appendix A) were completed by the current instructor of the Music Appreciation classes at Liberty Baptist College. The information was drawn from the textbooks themselves and/or the instructor's insights and observations. Although these insights and observations are subjective, they will be the least important in the textbook selection process. The "readability" section (I. G.) of the "textbook evaluation form" was completed in step 3.
2. The copies of the "Textbook Evaluation Worksheet" (Appendix B) were completed by the current instructor of the Music Appreciation classes. The worksheet is established on a six-point scale: 5 = excellent, 4 = very good, 3 = good, 2 = fair, 1 = poor, and 0 = unsatisfactory, with "NA" representing "not applicable." The worksheet is divided into eight sections,

each representing one particular criterion used in evaluating textbooks. Each section, or criterion, is subdivided into five parts (A,B,C,D, and E). Each part was rated from zero to five, depending on how the book met that particular part of the criterion. The Readability section (II) was completed, with the exception of II. C., which was determined by the next procedure (3). The average score of the five parts of each section became the score for that particular section. The eight resulting scores (one average score for each section) were recorded on the "textbook evaluation form" (see Appendix D) in section II. D. The total of the eight scores were added together and recorded, then averaged, with the results also being recorded in section II. D. of the "textbook evaluation form."

3. Three 100-word selections were abstracted from each textbook and entered into an Apple IIc computer programmed with the "Fry's Readability Program." The results were recorded in the "Readability" section (I. G.) of the "textbook evaluation form" and determined the score of II. C. on the "textbook evaluation worksheet."
4. Any available supporting materials, such as a workbook or supplimentary recordings, have been detailed in the "Comments" section of each "textbook evaluation form" (see Appendix D).

C. Selection of the Textbook

1. The selection of the most appropriate Music Appreciation textbook was based on the highest average score recorded in section II. D. of the "textbook evaluation form."
2. If two or more textbooks had obtained the same average score, and

this score had been the highest score, the choice of the textbook would have been based on the "readability level of each textbook, with a "13th grade" level being the most preferred grade and the closest level to this being the next preferred. This would have resulted in one textbook being chosen.

RESULTS

The complete textbook evaluation forms have been included as Appendix D. These forms indicate the scores for the textbooks, listed below in rank order by author:

Author	Total Score	Total Average
1. Machlis	32.7	4.02
2. Politoske	30.8	3.85
3. Schwartz	29.2	3.65
4. Levy	27.1	3.39
5. Kamien	26.6	3.32

The total score is a result of adding the eight scores transfered from the evaluation worksheet to the evaluation form. The average score is a result of dividing the total score by eight, since eight separate criteria were used to determine the total score. Since two or more textbooks did not obtain the same average score, the use of the "readability" level was limited to section II. of the worksheet and section I. G. of the evaluation form. In this way, "readability" was considered equal with the seven other criteria found on the worksheet.

DISCUSSION, IMPLICATIONS, AND RECOMMENDATIONS

The Enjoyment of Music, by Joseph Machlis received the highest total score, which resulted in the highest average score as well. Consequently, The Enjoyment of Music has been selected for use in the Music Appreciation classes at Liberty Baptist College. The college bookstore has been requested to order 450 copies of the textbook for use during the Fall, 1984 term. Additional copies will be ordered as needed. Recordings and workbooks have also been ordered, and will be used at the discretion of the instructor.

It must be understood that the evaluations of the five textbooks apply only to Liberty Baptist College and its inherent needs. Another school, with other needs, would possibly evaluate the textbooks differently in some areas, resulting in a different outcome.

This type of textbook evaluation is recommended in the future, when the selected textbook may be revised, or another reason for questioning the use of the textbook may be encountered. This type of textbook evaluation is also recommended for other classes, to help determine the most appropriate textbook for a particular class.

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Levy, Kenneth. Music: A Listener's Introduction, first edition. New York: Harper and Row, Publishers, 1983.

Machlis, Joseph. The Enjoyment of Music, fifth edition. New York: W.W. Norton and Company, 1984.

Politoske, Daniel T. Music, second edition. Englewood Cliffs, N.J.: Prentice-Hall, Inc., 1979.

Schwartz, Elliott. Music: Ways of Listening, first edition. New York: Holt, Rinehart and Winston, 1982.

APPENDIX A

BEST COPY AVAILABLE

TEXTBOOK EVALUATION FORM

I. General Information

A. Title of textbook: _____

B. Author(s): _____

C. Publisher: _____

D. Date of copyright: _____

E. Cost: _____

F. Publisher or author's suggested readability level: _____

G. Readability level: _____ Determined by: _____ Readability formula: _____

H. Underline proposed use:

activity	enrichment	reactional	total program
corrective	individualized	remedial	OTHER
developmental	instructional	supplemental	

II. Directions for completing forms:

A. Rate each question, using the scale on the Textbook Evaluation Worksheet.

B. Average the score of each section by adding the number of points assigned to the section and dividing this score by the number of questions answered. DO NOT INCLUDE "N.A." SCORES TO ARRIVE AT THIS AVERAGE. Place the average score in place indicated in each section of the Worksheet.

C. Record the average scores from each section in the spaces indicated on this form.

D. Average the section averages to determine the overall rating of the text.

I. _____Authorship	V. _____Content	
II. _____Readability	VI. _____Book Parts	
III. _____Physical Features	VII. _____Skills and Activities	Total Score: _____
IV. _____Graphics	VIII. _____Manual	Total Average: _____

III. Summary statement:

A. Compose a composite statement listing strengths and weaknesses

B. Are suggested supplementary materials needed to enhance the effectiveness and interest of the material? _____

C. Would you as a teacher be comfortable with this material? _____

D. Would you as a member of the community, school administration and other school staff be in favor of this material? _____

E. Could this material be considered offensive to any minority, religious, or other group? _____

IV. Decision:

Adopt: _____ Evaluator _____

Reject: _____ Date _____

COMMENTS:

APPENDIX B

TEXTBOOK EVALUATION WORKSHEET

by JOHNETTA W. CRUMBLY
and AMANDA COPELAND

Rate the questions below according to the following scale:

5: Excellent 4: Very good 3: Good 2: Fair 1: Poor
0: Unsatisfactory NA: Not applicable

I. Authorship: (Section average score: _____)
- A. _____ Are one or more of the authors experts in the field covered by the text?
- B. _____ Are one or more of the authors experienced classroom teachers?
- C. _____ How acceptable is the nature of the preparation and experience of author(s) for writing the textbook?
- D. _____ Is the style interesting to students?
- E. _____ How well are the cultural or other points of view stated?

II. Readability (Section average score: _____)
- A. _____ Do the headings supply an outline of the chapter?
- B. _____ Does the book provide sufficient use of new vocabulary to promote vocabulary growth? Does it provide a means for identifying new or unfamiliar words/terminology?
- C. _____ Is the actual reading level satisfactory for the grade level for which this textbook is intended?
- D. _____ Is the style of writing appropriate to the subject and grade group intended?
- E. _____ Is the presentation of material clear so that ideas are in an orderly fashion?

III. Physical Features: (Section average score: _____)
- A. _____ Are the size and appearance of the book easy to use and appealing to students? To teachers?
- B. _____ Is the quality such that maps and illustrations may be reproduced if needed?
- C. _____ Is the format of consumable material practical?
- D. _____ Is the paper off-white, without glare?
- E. _____ Is the book sufficiently durable for 3-5 years of classroom use?

IV. Graphics: (Section average score: _____)
- A. _____ Are illustrations, charts, and graphs well chosen; do they clarify and enrich the text material?
- B. _____ Are the maps carefully designed, clearly labeled, and legible?
- C. _____ Are graphics explained close to where they are presented?
- D. _____ Do graphics have aesthetic value to students for whom the book is intended?
- E. _____ Are graphics current?

V. Content: (Section average score: _____)
- A. _____ Does the content promote personal growth and positive image building?
- B. _____ Does the content reflect the broadened experiences of today's children?
- C. _____ Do activities and the text coincide with the student's background?
- D. _____ Is the reading material of good literary quality?
- E. _____ Is the student given opportunity for self-evaluation?

VI. Book Parts: (Section average score: _____)
- A. _____ Are there chapter lists of suggested readings which would be attractive and meaningful to students?
- B. _____ Is there a list of current supplementary resources?
- C. _____ Is the index sufficiently comprehensive and simple for student use?
- D. _____ Is there a glossary? Does it give special emphasis to new vocabulary introduced in the text?
- E. _____ Does the glossary include pronunciation?

VII. Skills and Activities: (Section average score: _____)
- A. _____ Is there a carefully developed plan for introducing study skills?
- B. _____ Do the activities provide for development of the appropriate skills?
- C. _____ Are there sufficient activities in the book for the various levels of students within the class?
- D. _____ Are there periodic reteaching and review practices of the various skills?
- E. _____ Do the activities or skills meet behavioral objectives set by the state or county?

VIII. Manual: (Section average score: _____)
- A. _____ Does the text have a manual? Is it well organized and labeled?
- B. _____ Is it meaningful and helpful without being too confining?
- C. _____ Are directions clear and detailed so that a beginning teacher can follow them?
- D. _____ Does the manual provide suggestions for teaching techniques and motivating students?
- E. _____ Is there a lesson plan for every lesson?

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APPENDIX C

SOUTHWESTERN OKLAHOMA STATE UNIVERSITY

100 Campus Drive, Weatherford, OK 73096 (405)772-6611

School of Business

June 5, 1984

Mr. Steve Reitenour
Liberty Baptist College
Lynchburg, VA 24506

Dear Steve:

You're in luck! I found my old draft, so you will find a copy of the original forms for the Textbook Evaluation article enclosed. As I told you over the phone, you are welcome to use any part of the article, form, and/or format in your dissertation. I am glad to know that it is helpful and will actually be used. It was written for that intent.

Good luck on your dissertation, and thanks for the compliment of wanting to use our article.

Sincerely,

Amanda Copeland

Amanda Copeland, Ed.D.
Chairman, OA/BE Department

dlh

Enclosure

Dr. Joe Anna Hibler, Dean

Dr. Charles Page, CPA, Accounting Chairman
Dr. Albert Gabriel, Business Administration
Chairman and MBA Director

Dr. Harry Nowka, Economics/Finance Chairman
Dr. Amanda Copeland, Office Administration/
Business Education Chairman

APPENDIX D

TEXTBOOK EVALUATION FORM

I. General Information

A. Title of textbook: The Enjoyment of Music

B. Author(s): Joseph Machlis

C. Publisher: W.W. Norton

D. Date of copyright: 1984

E. Cost: $25.95

F. Publisher or author's suggested readability level: College Freshman (13)

G. Readability level: 10 Determined by: Fry's Readability formula: Computer program

H. Underline proposed use:

activity	enrichment	reactional	total program
corrective	individualized	remedial	OTHER
developmental	instructional	supplemental	

II. Directions for completing forms:

A. Rate each question, using the scale on the Textbook Evaluation Worksheet.

B. Average the score of each section by adding the number of points assigned to the section and dividing this score by the number of questions answered. DO NOT INCLUDE "NA" SCORES TO ARRIVE AT THIS AVERAGE. Place the average score in place indicated in each section of the Worksheet.

C. Record the average scores from each section in the spaces indicated on this form.

D. Average the section averages to determine the overall rating of the text.

I. 5 Authorship	V. 3.6 Content		
II. 4.8 Readability	VI. 1.8 Book Parts		
III. 5 Physical Features	VII. 3.8 Skills and Activities	Total Score	32.7
IV. 4.5 Graphics	VIII. 4.2 Manual	Total Average	4.02

III. Summary statement:

A. Compose a composite statement listing strengths and weaknesses

B. Are suggested supplementary materials needed to enhance the effectiveness and interest of the material? yes

C. Would you as a teacher be comfortable with this material? yes

D. Would you as a member of the community, school administration and other school staff be in favor of this material? yes

E. Could this material be considered offensive to any minority, religious, or other group? no

IV. Decision:

Adopt: X

Reject: _____

Evaluator S. Reitenour

Date July 14, 1984

COMMENTS: Workbook and recordings.

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TEXTBOOK EVALUATION FORM

I. General Information

A. Title of textbook: Music

B. Author(s): Daniel T. Politoske

C. Publisher: Prentice-Hall

D. Date of copyright: 1979

E. Cost: $24.95

F. Publisher or author's suggested readability level: College Freshman (13)

G. Readability level: 12 Determined by: Fry's Readability formula: Computer program

H. Underline proposed use:

activity	enrichment	reactional	total program
corrective	individualized	remedial	OTHER
developmental	instructional	supplemental	

II. Directions for completing forms:

A. Rate each question, using the scale on the Textbook Evaluation Worksheet.

B. Average the score of each section by adding the number of points assigned to the section and dividing this score by the number of questions answered. DO NOT INCLUDE "N.A." SCORES TO ARRIVE AT THIS AVERAGE. Place the average score in place indicated in each section of the Worksheet.

C. Record the average scores from each section in the spaces indicated on this form.

D. Average the section averages to determine the overall rating of the text.

I. 3.6 Authorship	V. 3.2 Content		
II. 4 Readability	VI. 3.6 Book Parts		
III. 5 Physical Features	VII. 3 Skills and Activities	Total Score	30.8
IV. 4.2 Graphics	VIII. 4.2 Manual	Total Average	3.85

III. Summary statement:

A. Compose a composite statement listing strengths and weaknesses

B. Are suggested supplementary materials needed to enhance the effectiveness and interest of the material? yes

C. Would you as a teacher be comfortable with this material? yes

D. Would you as a member of the community, school administration and other school staff be in favor of this material? yes

E. Could this material be considered offensive to any minority, religious, or other group? no

IV. Decision:

Adopt: _____ Evaluator S. Reitenour

Reject: X Date July 14, 1984

COMMENTS: Workbook

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TEXTBOOK EVALUATION FORM

I. General Information

A. Title of textbook: Music: Ways of Listening
B. Author(s): Elliott Schwartz
C. Publisher: Holt, Rinehart and Winston
D. Date of copyright: 1982
E. Cost: $24.95
F. Publisher or author's suggested readability level: College Freshman (13)
G. Readability level: 11 Determined by: Fry's Readability formula: Computer program
H. Underline proposed use:

activity	enrichment	reactional	total program
corrective	individualized	remedial	OTHER
developmental	instructional	supplemental	

II. Directions for completing forms:

A. Rate each question, using the scale on the Textbook Evaluation Worksheet.
B. Average the score of each section by adding the number of points assigned to the section and dividing this score by the number of questions answered. DO NOT INCLUDE "N/A" SCORES TO ARRIVE AT THIS AVERAGE. Place the average score in place indicated in each section of the Worksheet.
C. Record the average scores from each section in the spaces indicated on this form.
D. Average the section averages to determine the overall rating of the text.

I. 3.6 Authorship	V. 3.2 Content		
II. 4.4 Readability	VI. 2 Book Parts		
III. 5 Physical Features	VII. 2.6 Skills and Activities	Total Score	29.2
IV. 4.2 Graphics	VIII. 4.2 Manual	Total Average	3.65

III. Summary statement:

A. Compose a composite statement listing strengths and weaknesses.
B. Are suggested supplementary materials needed to enhance the effectiveness and interest of the material? yes
C. Would you as a teacher be comfortable with this material? yes
D. Would you as a member of the community, school administration and other school staff be in favor of this material? yes
E. Could this material be considered offensive to any minority, religious, or other group? no

IV. Decision:

Adopt: _____ Evaluator S. Reitenour

Reject: X Date July 14, 1984

COMMENTS:

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TEXTBOOK EVALUATION FORM

I. General Information

A. Title of textbook: Music: A Listener's Introduction

B. Author(s): Kenneth Levy

C. Publisher: Harper and Row

D. Date of copyright: 1983

E. Cost: $26.95

F. Publisher or author's suggested readability level: College Freshman (13)

G. Readability level: 12 Determined by: Fry's Readability formula: Computer program

H. Underline proposed use:

activity	enrichment	reactional	total program
corrective	individualized	remedial	OTHER
developmental	instructional	supplemental	

II. Directions for completing forms:

A. Rate each question, using the scale on the Textbook Evaluation Worksheet.

B. Average the score of each section by adding the number of points assigned to the section and dividing this score by the number of questions answered. DO NOT INCLUDE "NA" SCORES TO ARRIVE AT THIS AVERAGE. Place the average score in place indicated in each section of the Worksheet.

C. Record the average scores from each section in the spaces indicated on this form.

D. Average the section averages to determine the overall rating of the text.

I. 3.6 Authorship	V. 2.8 Content	
II. 4 Readability	VI. 2 Book Parts	
III. 5 Physical Features	VII. 2.6 Skills and Activities	Total Score 27.1
IV. 4.5 Graphics	VIII. 2.6 Manual	Total Average 3.39

III. Summary statement:

A. Compose a composite statement listing strengths and weaknesses.

B. Are suggested supplementary materials needed to enhance the effectiveness and interest of the material? yes

C. Would you as a teacher be comfortable with this material? yes

D. Would you as a member of the community, school administration and other school staff be in favor of this material? yes

E. Could this material be considered offensive to any minority, religious, or other group? no

IV. Decision:

Adopt: _____ Evaluator S. Reitenour

Reject: X Date July 14, 1984

COMMENTS: Workbook and recordings

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TEXTBOOK EVALUATION FORM

I. General Information

A. Title of textbook: Music, An Appreciation
B. Author(s): Roger Kamien
C. Publisher: McGraw- Hill Book Co.
D. Date of copyright: 1984
E. Cost: $25.95
F. Publisher or author's suggested readability level: College Freshman (13)
G. Readability level: 9 Determined by: Fry's Readability formula: Computer program
H. Underline proposed use:

activity	enrichment	reactional	total program
corrective	individualized	remedial	OTHER
developmental	instructional	supplemental	

II. Directions for completing forms:

A. Rate each question, using the scale on the Textbook Evaluation Worksheet.
B. Average the score of each section by adding the number of points assigned to the section and dividing this score by the number of questions answered. DO NOT INCLUDE "NA" SCORES TO ARRIVE AT THIS AVERAGE. Place the average score in place indicated in each section of the Worksheet.
C. Record the average scores from each section in the spaces indicated on this form.
D. Average the section averages to determine the overall rating of the text.

I. 3.2 Authorship	V. 3 Content		
II. 4.2 Readability	VI. 1.8 Book Parts		
III. 5 Physical Features	VII. 2.4 Skills and Activities	Total Score	26.6
IV. 4 Graphics	VIII. 3 Manual	Total Average	3.32

III. Summary statement:

A. Compose a composite statement listing strengths and weaknesses.
B. Are suggested supplementary materials needed to enhance the effectiveness and interest of the material? yes
C. Would you as a teacher be comfortable with this material? yes
D. Would you as a member of the community, school administration, and other school staff be in favor of this material? yes
E. Could this material be considered offensive to any minority, religious, or other group? no

IV. Decision:

Adopt: _____ Evaluator S. Reitenour

Reject: X Date July 14, 1984

COMMENTS: Workbook and recordings

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